

Grade

7

**meap**<sup>TM</sup>  
Michigan Educational Assessment Program

# *Item Descriptors*



**WRITING**  
**FALL 2010**

**MICHIGAN STATE BOARD OF EDUCATION  
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

***NOTE: For each item listed throughout this booklet, the first statement is the Michigan Grade Level Content Expectation (GLCE) and the second statement is the descriptor for the item's stem or question.***

Copyright© 2011, by the Michigan Department of Education.

All rights reserved. No part of this publication may be reproduced or transmitted, in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the Michigan Department of Education.

Portions of this work were previously published.

Printed in the United States of America.

Students were instructed to read the directions below silently as the test administrator read them aloud.

## PART 3

### NARRATIVE WRITING

**DIRECTIONS:**

In this part, you will be asked to write a story about a given topic. You may use examples from real life, from what you read or watch, or from your imagination. Your audience will be interested adults.

You must write your response on the lines in Day 1, Part 3 of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, highlight or write in this booklet to help you, but nothing in this test booklet will be scored. No additional paper may be used.

The Notes/Planning space may be used for planning and organizing your ideas. You may use the checklist on the next page to help you with your response.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 3 of the test **ONLY**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

- 1 W.GN.06.01** Write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.

## NARRATIVE WRITING

### 10 Write about patience.

Being patient means that you are understanding and tolerant. A patient person experiences difficulties without complaining.

Do **only one** of the following:

write a story about a time when you were patient

**OR**

write a story about a time when someone you know was patient

**OR**

write a story in your own way about patience.

## CHECKLIST

**DIRECTIONS:** Use this checklist after you have completed your response to revise and edit your writing.

- \_\_\_\_\_ Did I write a story that is focused on the topic?
- \_\_\_\_\_ Did I develop my ideas with details and examples?
- \_\_\_\_\_ Did I organize the story so that it makes sense?
- \_\_\_\_\_ Did I use a variety of words, phrases, and sentences?
- \_\_\_\_\_ Did I spell, capitalize, and punctuate correctly?

Students were instructed to read the directions below silently as the test administrator read them aloud.

## PART 1

### INFORMATIONAL WRITING

**DIRECTIONS:**

In this part, you will be asked to write an informational response about cause-and-effect relationships. It is important to remember that the **cause** is the reason and the **effect** is the result. Sometimes there can be several effects. Your audience will be interested adults.

You must write your response on the lines in Day 2, Part 1 of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, highlight or write in this booklet to help you, but nothing in this test booklet will be scored. No additional paper may be used.

The Notes/Planning space may be used for planning and organizing your ideas. You may use the checklist on the next page to help you with your response.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 1 of the test **ONLY**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

- 2 W.GN.06.02** Write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.

### **INFORMATIONAL WRITING: WRITING TO SHOW CAUSE-AND-EFFECT RELATIONSHIPS**

- 11** People communicate in a number of different ways. What effect has technology had on the way people communicate?

#### **CHECKLIST**

**DIRECTIONS:** Use this checklist after you have completed your response to revise and edit your writing.

- \_\_\_\_\_ Did I stay focused on the topic and the task?
- \_\_\_\_\_ Did I develop my ideas with details and examples?
- \_\_\_\_\_ Did I use logical order so my writing makes sense?
- \_\_\_\_\_ Did I use a variety of words, phrases, and sentences?
- \_\_\_\_\_ Did I spell, capitalize, and punctuate correctly?

Students were instructed to read the directions below silently as the test administrator read them aloud.

## PART 2

### STUDENT WRITING SAMPLES

**DIRECTIONS:**

In this part, you will read two Student Writing Samples silently and answer multiple-choice questions about the writing samples. You may look back at the Student Writing Samples as often as needed.

You must mark all of your answers in Day 2, Part 2 of your **Answer Document** with a No. 2 pencil. You may underline, highlight, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 2 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

**Description:** Student Writing Sample #1

- 3 W.PR.06.01** Set a purpose, consider audience, and replicate author's styles and patterns when writing a narrative or informational piece.

Identify writer's most likely purpose for writing.

- A** to entertain
- B** to describe
- C** to compare
- D** correct, to explain a process

- 4 W.PS.06.01** Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Identify what a sentence with strong voice is describing.

- A** describes details
- B** describes genre
- C** correct, describes important idea
- D** describes sequence of events

- 5 W.GN.06.02** Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).

Identify primary organizational pattern.

- A** order of importance
- B** correct, sequential
- C** comparative
- D** descriptive

- 6 W.SP.06.01** In the context of writing, correctly spell frequently encountered and frequently misspelled words.

Identify word spelled incorrectly.

- A** word misspelled
- B** word misspelled
- C** correct
- D** word misspelled

- 7 W.PS.06.01** Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Identify sentence that best demonstrates writer's voice.

- A** sentence is an opinion and lacks voice
- B** correct, sentence demonstrates writer's voice
- C** sentence is a direction and lacks voice
- D** sentence is an opinion and lacks voice

- 8 W.GR.06.01** In the context of writing, correctly use style, conventions and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences, appositives; independent and dependent clauses; introductory phrases; periods; quotation marks; and use of underlining and italics for specific purposes.

Identify reason for apostrophe in word.

- A** to show ownership
- B** to make word plural
- C** correct, to form a contraction
- D** to indicate dialogue

- 9 W.GN.06.02** Write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters, internal and/or external conflict; and issues of plot, theme, and imagery.

Identify genre.

- A** correct, informational
- B** persuasive
- C** narrative
- D** biography

- 10 W.PR.06.03** Revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.

Identify revision that would clarify meaning.

- A** correct, answer recommends writing out numbers
- B** revision recommends adding a title
- C** revision recommends reorganization
- D** revision recommends combining ideas

**Description:** Student Writing Sample #2

- 11 W.PS.06.01** Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Identify best title.

- A** title focuses on inaccurate detail
- B** title focuses on inaccurate detail
- C** title focuses on minor detail
- D** correct, title focuses on an important lesson

- 12 W.GR.06.01** In the context of writing, correctly use style conventions and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences, appositives; independent and dependent clauses; introductory phrases; periods; quotation marks; and use of underlining and italics for specific purposes.

Identify sentence type.

- A** correct, compound sentence
- B** topic sentence
- C** complex sentence
- D** simple sentence

- 13 W.GR.06.01** In the context of writing, correctly use style conventions and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences, appositives; independent and dependent clauses; introductory phrases; periods; quotation marks; and use of underlining and italics for specific purposes.

Identify which date, added to the end of a sentence, is punctuated correctly.

- A** uses only parenthesis
- B** correct, uses comma, period, and parenthesis correctly
- C** uses comma correctly but exclamation point and parenthesis incorrectly
- D** uses period and parenthesis correctly but comma is missing

- 14 W.SP.06.01** In the context of writing, correctly spell frequently encountered and frequently misspelled words.

Identify correct spelling of homophone in sentence.

- A** word does not fit context of sentence
- B** word is wrong tense
- C** word commonly confused with homophone
- D** correct, homophone

- 15 W.GR.06.01** In the context of writing, correctly use style conventions and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences, appositives; independent and dependent clauses; introductory phrases; periods; quotation marks; and use of underlining and italics for specific purposes.

Identify sentence type.

- A** sentence fragment
- B** simple sentence
- C** compound sentence
- D** correct, run-on sentence

- 16 W.PS.06.01** Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Identify adjective that best describes writer's style.

- A** emotional
- B** correct, reflective
- C** persuasive
- D** humorous

- 17 W.PR.06.01** Set a purpose, consider audience, and replicate author's styles and patterns when writing a narrative or informational piece.

Identify audience.

- A** audience is company mentioned in sample
- B** audience is family
- C** correct, identifies audience
- D** audience is members of community

- 18 W.GN.06.01** Write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters, internal and/or external conflict; and issues of plot, theme, and imagery.

Identify characteristic of personal narrative.

- A** correct, first-person point of view
- B** need for additional research
- C** description of event
- D** use of personification

Students were instructed to read the directions below silently as the test administrator read them aloud.

## PART 3

### PEER RESPONSE TO THE STUDENT WRITING SAMPLE

**DIRECTIONS:**

In this part, you will write an answer to a question about Student Writing Sample #2. You may look back at Student Writing Sample #2 as often as needed. Your audience will be interested adults.

You must write your response on the lines in Day 2, Part 3 of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, highlight or write in this booklet to help you, but nothing in this test booklet will be scored. No additional paper may be used.

The Notes/Planning space may be used for planning and organizing your ideas. You may use the checklist on the next page to help you with your response.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 3 of the test **ONLY**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

- 19 W.PR.06.03** Revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.

## PEER RESPONSE TO THE STUDENT WRITING SAMPLE

- 28** What could the writer do to improve the sample on the next page?

Use details and examples from Student Writing Sample #2 to support your answer.

### CHECKLIST

**DIRECTIONS:** Use this checklist after you have completed your response to revise and edit your writing.

- \_\_\_\_\_ Did I clearly answer the question?
- \_\_\_\_\_ Did I support my answer with details and examples from the Student Writing Sample?
- \_\_\_\_\_ Did I explain why my suggestions improve the Student Writing Sample?





*Office of Educational Assessment and Accountability (OEAA)*  
*Michigan Educational Assessment Program (MEAP)*  
*Phone: 1-877-560-8378*  
*Website: [www.michigan.gov/meap](http://www.michigan.gov/meap)*  
*Email: [oeaa@michigan.gov](mailto:oeaa@michigan.gov)*